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ABSTRACT

Focusing on the occupational clusters of transportation and communication and hospitality and recreation, this unit entitled "Going Abroad, Anyone?" is one of three grade 6 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies three career development-centered curriculum (CDCC) elements (e.g., life-role understanding), five career development themes (e.g., the student will understand the relationship of education to life-roles), six unit goals (e.g., the student will become aware of those workers with whom one might come in contact while preparing to travel abroad), and seven performance objectives (e.g., given a list of ten workers, the student will identify those workers with whom one would most likely come in contact while preparing to travel abroad). Also included in Section I are evaluation procedures for a pre- and post-assessment, student evaluation sheets, answer keys, and an evaluation tabulation form. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Section III contains eighteen teacher reference sheets and section IV contains fourteen student activity sheets. (JH)

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ED169272

Suggested for
**Grade 6**

# GOING ABROAD, ANYONE?

one in a series
of
**CAREER DEVELOPMENT CURRICULUM UNITS**
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

# GOING ABROAD, ANYONE?

**Grade 6**

*(Third Edition)*

one in a series
of

## CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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**CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT**

**ESEA TITLE III**

Gerald Geik, Project Director

William Barrett, Superintendent

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## FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

| | UNIT TITLE | FOCUS |
|---|---|---|
| K | ME | Self Awareness: Physical Self |
| | INSIDE ME | Self Awareness: Emotional Self |
| | SCHOOL WORKERS | Occupational Clusters: Public Service, Clerical |
| | COMMUNITY HELPERS | Occupational Clusters: Public Service, Natural Resources, Health |
| 1 | FRIENDSHIP | Self Awareness: Social Self |
| | A FEW OF OUR FAVORITE THINGS | Occupational Clusters: Arts, Technology, Research, Personal & Product Services |
| | TELEPHONE WORKERS | Occupational Clusters: Transportation, & Communication |
| | THE FOOD STORE | Occupation Clusters: Business & Sales |

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| | UNIT TITLE | FOCUS |
|---|---|---|
| 2 | MY ENVIRONMENT | Self Awareness: Environmental & Physical Self |
| | BAKING INDUSTRY | Occupational Clusters: Natural Resources, Manufacturing |
| | FIREFIGHTERS | Occupational Cluster: Public Service |
| | PET INDUSTRY | Occupational Clusters: Public Service, Personal & Product Services |
| 3 | DAIRY INDUSTRY | Occupational Clusters: Health, Manufacturing |
| | RESPONDING BEHAVIOR | Self Awareness: Emotional & Social Self |
| | RESTAURANT INDUSTRY | Occupational Clusters: Health, Hospitality and Recreation |
| | AIRLINE WORKERS | Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research |
| 4 | FORESTRY | Occupational Cluster: Natural Resources |
| | BEST FOOT FORWARD | Self Awareness: Self Appraisal, Goal Setting and Social Self |
| | POSTAL WORKERS | Occupational Cluster: Public Service |
| | POLICE WORKERS | Occupational Clusters: Clerical, Public Service |
| 5 | OUR GROUP AND ME | Self Awareness: Group Roles & Social Self |
| | MANUFACTURING | Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing |
| | HOSPITAL WORKERS | Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health |
| | MY FEELINGS ARE ME | Self Awareness: Emotional Self |
| 6 | GOING ABROAD, ANYONE? | Occupational Clusters: Transportation & Communication, Hospitality & Recreation |
| | ME, MYSELF AND I | Self Awareness: Physical, Emotional, Social & Intellectual Self |
| | T.V. INDUSTRY | Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research |

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Coloma, Michigan

## THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

## CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing. | Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities. | Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.) | Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept. |





*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.) | Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.) | Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept. | Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles. |

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

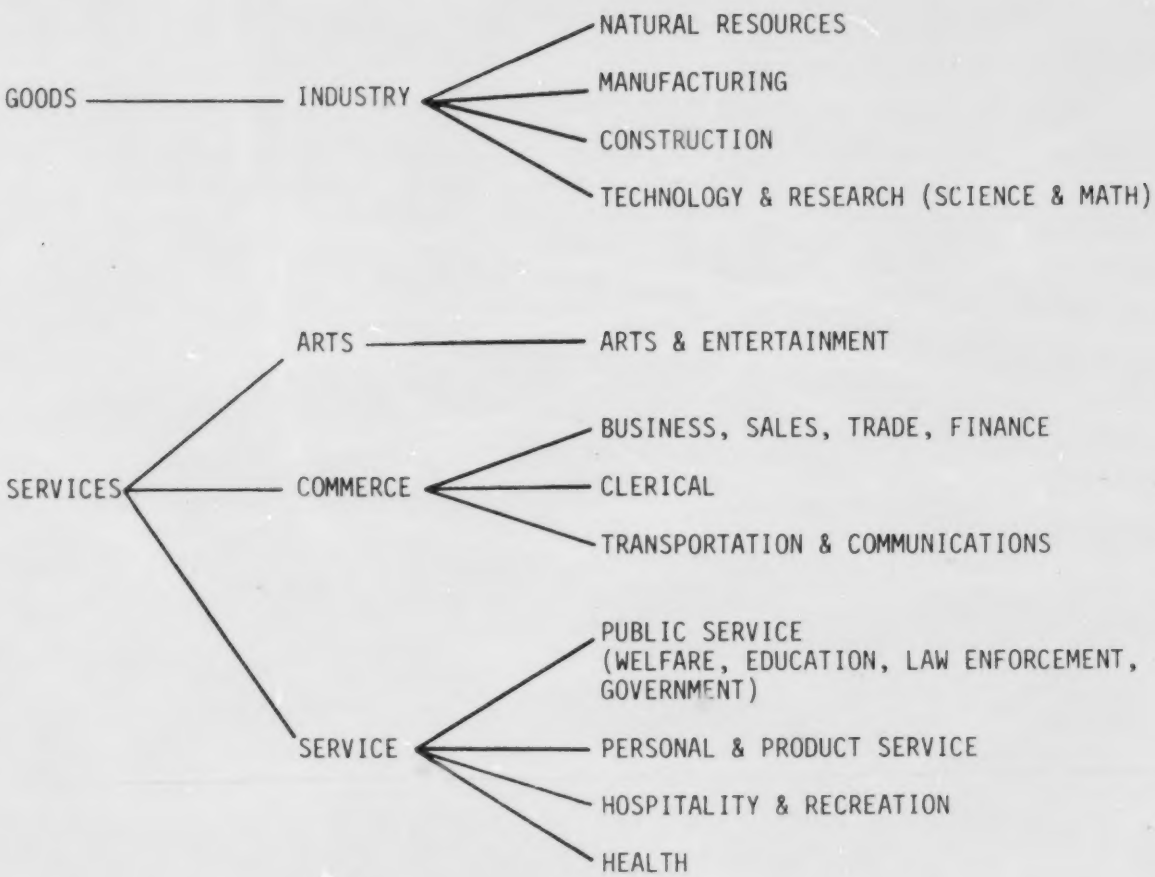
| K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|
| Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.) | The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.) | The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity. | The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept. |





*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



## USING THE UNIT

| | |
|---|---|
| SECTION I | Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners. |
| SECTION II | Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule. |
| SECTION III | Contains reference information for teachers from which a background can be built to effectively conduct the learning activities. |
| SECTION IV | Contains activity sheets for student's use. |

"Going Abroad, Anyone?"
6th Grade

Unit Rationale

This unit is intended to provide experiences in decision-making and to help students become aware of the relevancy of academic training for their many life-roles.

Last year the students were studying about the U.S.A., and now at 6th grade level they will be "going abroad" to discover the world.

Thinking and discussing ideas about the year's plans, the children will, hopefully, agree on what a fun idea it would be to take an imaginary trip.

Such a trip involves making decisions and taking steps to implement a course of action. While completing this unit, the students will have become aware of many of the workers they might encounter while making preparations to travel abroad.

Teacher Information

This unit may be taught in either a self-contained or departmentalized classroom. It has been designed for approximately eight to ten (8-10) hours of independent and group work. (The larger the size of the class, the more time needed for implementation.)

Students should know how to write checks and balance a checkbook before starting this unit. (This is taught in a previous Math unit.)

This unit has been designed for a minimum amount of teacher-pupil interaction. The teacher's main function is to coordinate the pupils' activities.

*The first few days involve helping the students to become aware of the meaning of "going abroad", of the steps in making preparations to travel abroad, and of the steps in setting up the physical environment. (See Reference Sheets #1, 5a, and 5b)

The most important element of the unit is the actual role-playing. Once the job assignments are made, the students' activities become more self-directed. Reference Sheets #8-17 explain the roles the students might play as they work in the different departments. Activity Sheets #12a - 12c are guide sheets for the students. The students should work at their own pace and check off each activity as they complete it.

The teacher becomes a manager by observing the students' performances, by giving aid to the group leaders, and by helping the students evaluate their own involvement.



*Important

"Going Abroad, Anyone?"
(Continued)
6th Grade

Teacher Preparation

1. Read this unit carefully before implementing it.

2. Become familiar with all the actual steps involved in preparing for a trip outside of the United States.

   A. Note that Fielding's Travel Guide to Europe and Hopke's Encyclopedia of Careers are good resources.

   B. Study the enclosed articles concerning passports and travel suggestions.
   (Reference Sheets #2a, 2b, 3a, and 3b)

3. Obtain materials and equipment.

   A. Study Reference Sheet #1.

   B. Obtain brochures from the travel bureaus.

Table of Contents
"Going Abroad, Anyone?"
Grade 6


| | | Page |
|---|---|---|
| Section I . . . . | Elements, Themes, Goals, and Performance Objectives | 1 & 2 |
| | Evaluation Sheets | 3 - 13 |
| Section II . . . | Teacher Instructional Capsules | |
| | Capsule #1 - Introduction | 14 |
| | Capsule #2 - Workers | 18 |
| | Capsule #3 - Role-Playing | 22 |
| | Capsule #4 - Culminating Activities | 26 |
| Section III . . . | Reference Sheets | 28 - 51 |
| Section IV . . . | Student Activity Sheets | 52 - 75 |

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Going Abroad, Anyone?"
6th Grade

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will increase his/her awareness of the relevency of math to life-roles.

Unit P.O. #1 - The student's checkbook will balance at the conclusion of this unit.
(Evaluation Tabulation Form B)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will become aware of those workers with whom one might come in contact while preparing to travel abroad.

Unit P.O. #2 - Given a list of ten (10) workers, the student will identify those workers with whom one would most likely come in contact while preparing to travel abroad.
(Evaluation Sheet #1 - Section A)

Unit Goal - The student will understand the characteristics of avocational life-roles and their functions.

Unit P.O. #3 - The student will list at least six (6) departments visited in making preparations to travel abroad.
(Evaluation Sheet #1 - Section B)

Element #II - Decision-Making Skill Development and Utilization

Theme 2.2 - The student will identify and use information about self and life-roles as part of decision-making.

Unit Goal - The student will be able to identify and use personal information to evaluate his/her own behavior.

Unit P.O. #4 - Given a list of five (5) worker-characteristics, the student will be able to make a self evaluation to determine the kind of behavior he/she exhibited during this unit.
(Evaluation Sheet #2 - Section A)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Going Abroad, Anyone?"
6th Grade
(Continued)

Theme 2.3 - The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

Unit Goal - The student will become aware that facts and individual interests should affect decisions.

Unit P.O. #5 - The student will list at least four (4) factors he/she should consider before deciding which countries he/she would like to visit.
(Evaluation Sheet #1 - Section C)

Unit P.O. #6 - The student will list at least four (4) factors that may influence his/her decision as to which countries to visit.
(Evaluation Sheet #1 - Section D)

Element #III - Realistic Self-Concept Formulation

Theme 3.2 - The student will understand the relationship of social and educational forces to his or her individual development.

Unit Goal - The student will become aware of how other students view him/her in relation to his/her worker characteristics.

Unit P.O. #7 - After the student has completed a self-evaluation (Evaluation Sheet #2a) and has been evaluated by members of his/her immediate group (Evaluation Sheet #2b), he/she will compare the two evaluations.
(Evaluation Sheet #2c)

Evaluation Procedure
"Going Abroad, Anyone?"
6th Grade

Pre-test

1. Review the themes, goals, and performance objectives before beginning this unit.

2. Do not discuss any aspect of this unit with the students before the pre-test evaluation sheets are administered.

3. Make copies of the evaluation sheets.

4. Distribute Evaluation Sheet #1 to the students. Read the directions for this sheet aloud as the students read along silently.

5. Help the students with the pronunciation of the words but not with the word meanings.

6. Record the students' raw scores on Evaluation Tabulation Form B in the columns corresponding with each performance objective, labeled pre.

   A. Total the columns at the bottom to show the number of students who met the criteria as stated in the objectives.

   B. Transfer these totals to the correct columns on Evaluation Tabulation Form A.

7. Follow the post-assessment procedure at the conclusion of this unit.

8. Read Evaluation Sheet #2a to the students. Explain to them that not only will they be asked to evaluate themselves, but they will also be evaluated by their teacher and some of their classmates.

Post-test

1. Proceed the same as in the pre-assessment procedure #2-5 above, but record the results in the post-test sections.

2. Figure the percentage of growth made by each student.

3. Give the students Evaluation Sheet #2a. Read the instructions with them. Explain to them that they should think about their work habits during this unit and should evaluate themselves accordingly.

Evaluation Procedure
"Going Abroad, Anyone?"
6th Grade
(Continued)

4. Give the students Evaluation Sheet #2b.

   A. Ask them to write the names of the other members of their group or team in the appropriate places.

   B. Tell them to carefully and honestly evaluate each member of their group.

   C. Cut these evaluations on the dotted lines and distribute them to the proper students.

5. Give the students Evaluation Sheet #2c and the evaluations completed by the other students. Have them complete Evaluation Sheet #2c. (Be sure to follow this activity with lots of encouragement and assurance.)

6. Use Evaluation Tabulation Form B to record the number of students who completed Evaluation Sheets #2a and #2c sucessfully.

7. Use Evaluation Tabulation Form B, column p.o. #1 to indicate the students whose checkbooks balanced.

8. Total the remaining columns on the bottom of Evaluation Tabulation Form B, to show the number of students who met the criteria as stated in the respective objectives.

9. Transfer these remaining totals to Evaluation Tabulation Form A.

10. Submit Evaluation Tabulation Forms A and B to the building office.

Evaluation Tabulation Form A

Unit Name "Going Abroad, Anyone?" Teacher _____

Building _____ Grade 6th

5

| Performance Objective | *Evaluation Sheet # | Test Items | Accepted Level of Performance | # of Students Taking Test | # of Students Reaching Accepted Level | OPTIONAL % of Students Reaching Accepted Level |
|---|---|---|---|---|---|---|
| 2 Pre - Identify workers involved in making preparations to travel abroad. | 1 - Sec. A | 10 | 10 | | | |
| 2 Post- Identify workers involved in making preparations to travel abroad. | 1 - Sec A. | 10 | 10 | | | |
| 3 Pre - Departments visited while preparing to travel abroad. | 1 - Sec. B | 9 | 6 | | | |
| 3 Post- Departments visited while preparing to travel abroad. | 1 - Sec. B | 9 | 6 | | | |
| 5 Pre - Factors to consider before deciding where to visit. | 1 - Sec. C | Open | 4 | | | |
| 5 Post- Factors to consider before deciding where to visit. | 1 - Sec. C | Open | 4 | | | |
| 6 Pre - Factors which may influence a decision. | 1 - Sec. D | Open | 4 | | | |
| 6 Post- Factors which may influence a decision. | 1 - Sec. D | Open | 4 | | | |

*Administer the tests in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form A
(Continued)
"Going Abroad, Anyone?"

| Performance Objective | *Evaluation Sheet # | Test Items | Accepted Level of Performance | # of Students Taking Test | # of Students Reaching Accepted Level | OPTIONAL % of Students Reaching Accepted Level |
|---|---|---|---|---|---|---|
| 1 Pre - None | | | | | | |
| 1 Post- Balance checkbook. | Eval. Tab. Form B Column P.O. #1 | 1 | 1 | | | |
| 4 Pre - None | | | | | | |
| 4 Post- Self-evaluation. | 2 - Sec. A | Complete Assign. | 1 | | | |
| 7 Pre - None | | | | | | |
| 7 Post- Compare Self and Peer Evaluations. | 2 - Sec. C | Complete Assing. | 1 | | | |

*Administer the tests in the sequence listed above. Date Returned to Principal_____

Evaluation Tabulation Form B

Unit Name "Going Abroad, Anyone?" Teacher _____

Building _____ Grade _____

1. Record in the correct columns the students' raw scores from the evaluation sheets.
2. Use columns labeled p.o. #1, 4, and 7, as a checklist to record the students who completed the required assignments.
3. Figure the percentage of growth at the conclusion of the unit.
4. Total the columns to show the number of students who met the requirements as stated in the respective objectives.
5. Transfer these totals to the correct spaces on Evaluation Tabulation Form A.

| Evaluation Sheet # | 1 - Sec. A | | | 1 - Sec. B | | | 1 - Sec. C | | | 1 - Sec. D | | | | 2-A | 2-C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P.O. # | #2 | #2 | % of | #3 | #3 | % of | #5 | #5 | % of | #6 | #6 | % of | | | |
| Students Names | Pre | Post | Growth | Pre | Post | Growth | Pre | Post | Growth | Pre | Post | Growth | 1 | 4 | 7 |
| 1. | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | | |
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| 12. | | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | | |

Evaluation Tabulation Form B
(Continued)
"Going Abroad, Anyone?"



| Evaluation Sheet # | 1 - Sec. A | | | 1 - Sec. B | | | 1 - Sec. C | | | 1 - Sec. D | | | | 2-A | 2-C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P.O. # / Students Names | #2 Pre | #2 Post | % of Growth | #3 Pre | #3 Post | % of Growth | #5 Pre | #5 Post | % of Growth | #6 Pre | #6 Post | % of Growth | 1 | 4 | 7 |
| 16. | | | | | | | | | | | | | | | |
| 17. | | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | | |
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| 27. | | | | | | | | | | | | | | | |
| 28. | | | | | | | | | | | | | | | |
| 29. | | | | | | | | | | | | | | | |
| 30. | | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | | |

Evaluation Sheet #1

Name_____

Date_____

A. 1. Circle those workers with whom one might come in contact while making preparations to travel abroad.

2. Cross out those with whom travelers do not come in contact.

a) welder
b) photographer
c) clerk in a courthouse
d) doctor
e) travel bureau agent
f) silviculturist
g) fireman
h) conservationist
i) bank employee
j) anthropologist

B. List the departments one must visit in making preparations to travel abroad.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

C. List at least four (4) factors that people should consider before they decide to take a trip.

1. _____
2. _____
3. _____
4. _____

D. List on the back, at least four (4) factors that may influence a person's decision about which countries to visit.

Evaluation Sheet #2a

Name_____

Date_____

Self-Evaluation

A. Circle the numeral that best describes each of the following characteristics as they pertain to your behavior during this unit.

1-never 2-seldom 3-sometimes 4-usually 5-always

1. Did you cooperate with other members of your group and your teacher? 1 2 3 4 5

2. Did you work in a neat and orderly fashion? 1 2 3 4 5

3. Did you show care in using equipment and materials? 1 2 3 4 5

4. Did you follow the written and oral directions of both your group leader and your teacher? 1 2 3 4 5

5. Did you make good use of your time? 1 2 3 4 5

B. Find your average score by doing the following:

1. Add the total points from the above scale_____

2. Divide this total by 5 which will give you an average score_____

C. How did your total group rate you as compared to your own self-rating:

_____same _____above _____lower

D. Which of the above five (5) worker-characteristics do you feel you need to try to improve (your lowest score)?

_____

_____

E. Which of the above five (5) worker-characteristics is your strongest (your highest score).

_____

_____

Evaluation Sheet #2b

Name_____

Date_____

1-never 2-seldom 3-sometimes 4-usually 5-always

Using the above scale, rate each member of your group according to the work habits he/she demonstrate during this unit.

---

A. Name_____

1. How well did he/she work with others? 1 2 3 4 5
2. Was his/her work done neatly and carefully? 1 2 3 4 5
3. How well did he/she show care in using equipment and materials? 1 2 3 4 5
4. How well did he/she follow directions? 1 2 3 4 5
5. Did he/she work in a mannerly and orderly fashion? 1 2 3 4 5

TOTAL_____ Divide total by 5 to find average score_____

---

B. Name_____

1. How well did he/she work with others? 1 2 3 4 5
2. Was his/her work done neatly and carefully? 1 2 3 4 5
3. How well did he/she show care in using equipment and materials? 1 2 3 4 5
4. How well did he/she follow directions? 1 2 3 4 5
5. Did he/she work in a mannerly and orderly fashion? 1 2 3 4 5

TOTAL_____ Divide total by 5 to find average score_____

---

C. Name_____

1. How well did he/she work with others? 1 2 3 4 5
2. Was his/her work done neatly and carefully? 1 2 3 4 5
3. How well did he/she show care in using equipment and materials? 1 2 3 4 5
4. How well did he/she follow directions? 1 2 3 4 5
5. Did he/she work in a mannerly and orderly fashion? 1 2 3 4 5

TOTAL_____ Divide total by 5 to find average score_____

Evaluation Sheet #2c

Name_____

Date_____

Compare your own self-evaluation to the way that your group evaluated you:

A. Add all of the average scores given to you by the members in your group.

_____

_____

_____

_____

B. Divide this total by the number of students who evaluated you. This gives you an average score of_____

C. How did this score compare to your own self-evaluation?

lower than  same as  above

Answers for Evaluation Sheet #1
"Going Abroad, Anyone?"

Section A

The correct answers are:

2. photographer
3. clerk in a courthouse
4. doctor
5. travel bureau agent
9. bank employee

Section B

Some possible answers:

1. Apply for a passport.
2. Have a picture taken.
3. Check with the health department concerning the health card and the immunizations requirements.
4. Take care of any needed immunizations.
5. Be certain to have a birth certificate.
6. Return the applications to receive the passport.
7. Purchase tickets.
8. Purchase travel checks if necessary.
9. Take care of personal details; i.e., packing, taking care of pets, turning off electricity, etc.

Section C

See Capsule #1 section II-A

Section D

The student should list at least four (4) of the seven (7) factors listed or an example representing at least four (4) of the different categories.

1. Climate; i.e., temperature or weather.

2. Safety; i.e., civil strife, war, or other high risk factors.

3. Living standards; i.e., modern, extremely poor, lack of food and sanitation facilities, etc.

4. Activities available; i.e., skiing, swimming, mountain climbing, etc.

5. Accessibility; i.e., geographical or political

6. Finances; i.e., can people afford to travel there, what is the value of the American dollar there, etc.

7. Scenery; i.e., mountains, seaside, historical ruins, etc.

Capsule #1
Introduction

I. Introduce this unit by discussing the title, "Going Abroad Anyone?", with the students.

A. Ask what going abroad means.

B. Ask how many have ever gone abroad.

C. Ask if anyone would like to go abroad.

II. Ask the students to identify some of the decisions and preparations that will need to be made before they start their trip. (List their responses on the board.) Note the following possible responses:

A. Explain that the students must make the following preparations to travel any place. Say that they must determine what they want to do and must choose the countries that offer what they want.

1. Have them decide how they wish to travel.

2. Have them decide how long they will be away.

3. Have them determine how much they can afford to spend.

4. Let them decide what reservations they will have to make.

5. Have them decide what tickets they will have to purchase.

6. Have them decide what preparations they will need to make at home.

a. Tell them to stop all deliveries.

b. Have them make plans for the care of pets and plants.

c. Tell them to make sure the house is secure.

d. Have them prepare and pack their clothes.

e. Tell them to take enough money or to purchase travelers checks.

f. Have them make arrangements for someone to take care of their mail.

B. Explain that the students must make the following preparations to travel abroad. (See Reference Sheet #3a, 3b, 4a, and 4b)

| Resources & Materials | Notes |
| --- | --- |
| I. Pictures of: ships, airplanes, interesting places in different countries, maps - see bibliography for addresses.<br><br>Reference Sheet #1 - list of materials needed. | |
| II. Reference Sheets #3a and #3b<br>Mattson, Marie "Things to Know About Passports" Chicago Tribune, Nov. 1972<br><br>Reference Sheets #4a and #4b | |
| B. Reference Sheets #3a, 3b, 4a, and 4b | |

1. Have them obtain a passport.

2. Tell them to have a birth certificate.

3. Explain that they will need a health card.

4. Have them check to see what immunizations they will need.

5. Have them check to find out how many pounds of luggage they will be allowed to carry.

6. Have them find out how to obtain a health card, a passport, a birth certificate, etc.

III. Explain to the students that during this unit they will be asked to choose three (3) countries that they feel they might enjoy visiting. Stress that making a wise choice involves the following:

A. Say they must choose from the vast number of countries.

1. Ask the students to list the seven (7) continents.

2. Let the students search to find the approximate number of countries on each of these continents. (Count only the independent countries. Note that the approximate number for each continent is: Africa 42, Antarctica - there is no settled area, Asia 41, Australia 1, Europe 34, North America 15, South America 11.)

B. Let them consider the factors which might influence their decisions. Try to draw these responses from the students: Accessibility, i.e., physical such as remoteness and political such as communist; Climate, i.e., temperature, humidity, weather, etc.; Safety, i.e., war, disease, civil strife, etc.; Living Standards, i.e., poor sanitation, sub-standard living conditions, lack of food, etc.; Expenses or finances, i.e., cost of travel, food and lodging, devaluation of the American dollar, etc.; Activities available, i.e., skiing, swimming, night clubs, camel riding, etc.; Scenery, i.e., mountains, seaside, historical ruins, etc.

| Resources & Materials | Notes |
| --- | --- |
| | |

Capsule #2
Workers

I. Bring to the attention of the students that they will come in contact with many workers in preparing to travel abroad. Explain that during this unit they will have the opportunity to role-play some of the workers and to learn about those workers' duties.

II. Help the students become acquainted with different workers and where they work. Use Reference Sheets #5a and #5b for a brief description of each: the travel bureau, the bank, a photographer, the doctor's office, the catalogue department, the Court House's Health Department, the County Clerk's Office (for a birth certificate), the Deputy Clerk's Office (for a passport application), and the passport issuing office in Chicago.

III. Give the students an opportunity to choose an area they might enjoy role-playing. Give them Activity Sheet #1 (or write the job choices on the board) and have them number their list 1-11 in order of their preferences.

IV. Have the students make passport folders to hold their materials during this unit; i.e., passports, tickets, checkbooks, etc.

V. Assign the students to individual groups. Allow each group to choose a good leader. (See Reference Sheets #5a and #5b) Explain that they will take turns role-playing jobs and customers as they go thru the process of making preparations to travel abroad. (See Activity Sheets #12a, 12b, and 12c)

VI. Have the students go on field investigations to an actual court house or to other areas that will be studied during this unit before they role-play. (See Reference Sheet #6)

A. Let a few students obtain copies of applications from the different departments they visit; i.e., health record; passport applications, birth certificates, etc.

B. Invite into the classroom a worker to act as a role-model from any of the departments studied. (See Reference Sheet #7)

| Resources & Materials | Notes |
| --- | --- |
| II. Reference Sheets #5a and #5b | |
| III. Activity Sheet #1 (one for each student) | |
| V. Activity Sheets #12a, 12b, and 12c<br>Reference Sheets #5a and #5b | |
| VI. Reference Sheet #6 | |
| B. Reference Sheet #7 | |

VII. Let the students play, any time during this unit, the game, "I'm Going Abroad." Think of many variations of this game.

A. Use Variation #1.

Let one student begin by saying, "I'm going abroad, and I'm going to stop in Austria." Let the next student repeat that country and add his own, "I'm going abroad and I'm going to stop in Austria and France." Let the class continue playing until time runs out or the students have all had a turn. Note that a student who can't think of a place or who forgets the order, is out.

B. Try Variation #2.

Let one student begin, "I'm going abroad and I'm going to visit Italy." Have the second student name a country (or capital) beginning with the last letter of the country ( or capital) named; i.e., "I'm going abroad, and I'm going to visit Yugoslovia" - the next says, "Austria", etc.

VIII. Choose from these optional related activities.

A. Have the students study the latitude and the longitude in relation to the different countries chosen.

B. Let the students discuss the similarities between climates of other countries and states within the U.S.A.

| Resources & Materials | Notes |
| --- | --- |
| | |

Capsule #3
Role-Playing

I. Note that the activities in this capsule have been set up to encourage students to accept responsibility and to work on their own or in small groups.

II. Tell the students that as they work on their own and in groups, they will be evaluated by their teacher, by members of their group, and by themselves in the following areas: (See Evaluation Sheets #2a, 2b, and 2c)

A. Say that they will be evaluated in the following oral and written directions by both their group leader and their teacher.

B. Stress that they will be evaluated on working in a co-operative, mannerly, and orderly fashion.

C. Explain that they will be evaluated on producing work that is as neat and accurate as possible.

D. Say that they will be evaluated on being responsible, taking care of equipment and materials, and making good use of time.

E. Stress that they will be evaluated on being considerate of others.

III. Do the following activities before the students role-play:

A. Give the leader of each group the correct reference and activity sheets as indicated below and Activity Sheet #13. (Allow the leaders enough time to study this information.)

1. Give the Distribution Chairman
Reference Sheet #8 and Activity Sheet #2.

2. Give the Travel Bureau Group
Reference Sheets #9a, 9b, and Activity Sheet #6. (Use Activity Sheets #3a and #3b as optional activities)

3. Give the Bank Account Group
Reference Sheets #10a, 10b, and Activity Sheets #4, 5, and 6.

4. Give the Catalogue Department
Reference Sheet #11 and Activity Sheets #6 and #7.

5. Give the County Clerk's Office and Birth Certificate Dept.
Reference Sheet #12 and Activity Sheets #6 and #8.

| Resources & Materials | Notes |
| --- | --- |
| II. Evaluation Sheets #2a, 2b, and 2c | |
| 1. Activity Sheet #2<br>Reference Sheet #8 | |
| 2. Activity Sheets #3a and #3b (optional activities)<br>Activity Sheet #6<br>Reference Sheets #9a and #9b | |
| 3. Activity Sheets #4, 5, and 5 | |
| 4. Activity Sheets #6 and #7<br>Reference Sheet #11 | |
| 5. Activity Sheets #6 and #8<br>Reference Sheet #12 | |

6. Give the Deputy Clerk's Passport Application Dept.
   Reference Sheets #4a, 4b. 13, and Activity Sheet #6.

7. Give the Health Department
   Reference Sheet #14 and Activity Sheets #10a, 10b, 10c, and 10d.

8. Give the Passport Issuing Office
   Reference Sheet #15 and Activity Sheets #6, 11a, 11b, 11c, and 11d.

9. Give the Doctor's Office
   Reference Sheets #16a, 16b, and Activity Sheets #6 and #14.

10. Give the Photographer
    Reference Sheet #17 and Activity Sheet #6 and #14.

B. Have the students meet in their respective groups. (Use Reference Sheet #18 for a suggestion of floor plans for the room.) Make a transparency of this sheet.

1. Let the leader assign jobs to each member of his/her group.

2. Let the leader and the group plan or follow the steps suggested in setting up the room.

3. Have the members of each group learn the procedures in operating their department.

4. Have the members learn to rely on their leader. Let only the leader approach the teacher.

III. Do the following activities after the room is set up:

A. Review Activity Sheets #12a, 12b, and 12c with the students before they go thru the processes of obtaining a passport, a health certificate, and a ticket.

B. Acquaint the students with the correct procedures, and let them take turns role-playing to obtain a passport.

| Resources & Materials | Notes |
| --- | --- |
| 6. Activity Sheet #6<br>Reference Sheets #4a, 4b, and 13 | |
| 7. Activity Sheets #10a, 10b, 10c, and 10d<br>Reference Sheet #14 | |
| 8. Activity Sheets #6, 11a, 11b, 11c, and 11d<br>Reference Sheet #15 | |
| 9. Activity Sheet #6 and #14<br>Reference Sheets #16a and #16b | |
| 10. Activity Sheet #6 and #14<br>Reference Sheet #17 | |
| B. Reference Sheet #18 | |
| A. Activity Sheets #12a, 12b, and 12c | |

Capsule #4
Culminating Activities

I. Do the following activities when the students have finished role-playing.

A. Let the department heads complete the checklist on Activity Sheet #13 to show that all the students have completed the activities.

B. Place a check (✓) behind their names on Reference Sheet #18. (See the bottom of Activity Sheet #12c)

C. Give the students Evaluation Sheets #2a, 2b, and 2c. Encourage them to evaluate themselves and the other members of their group as accurately and as fairly as possible.

D. Try to spend some time with the students individually to help them understand their strengths and weaknesses. Help them to find ways to improve their weaker areas.

II. Let the students who finish ahead of the others give reports on the countries of their choice as a culminating activity.

III. Choose from these optional related activities.

A. Let the students report on the life of a famous person from one country they chose to visit.

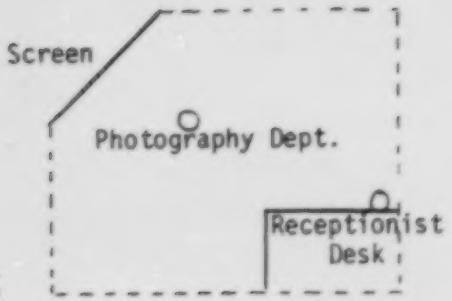
B. Let the students have a "bon voyage" party.

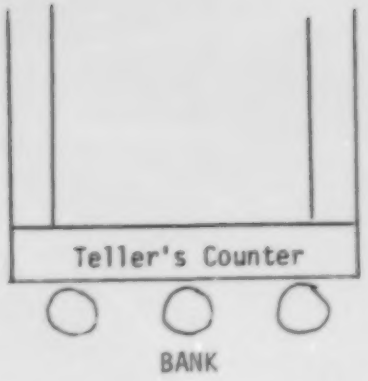
| Resources & Materials | Notes |
| --- | --- |
| A. Activity Sheet #13<br><br>B. Activity Sheet #12c<br>Reference Sheet #18<br><br>C. Evaluation Sheets #2a, 2b, and 2c | |

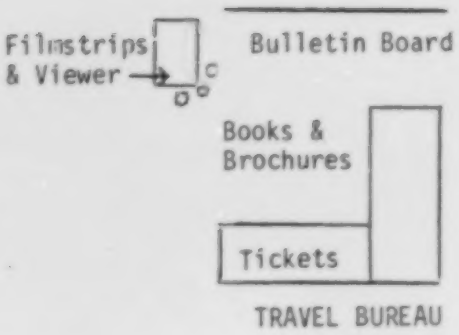
Reference Sheet #1

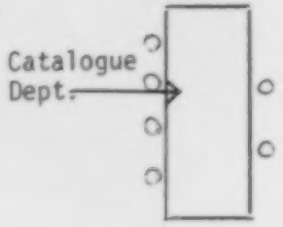
Sample room layout for role-playing.

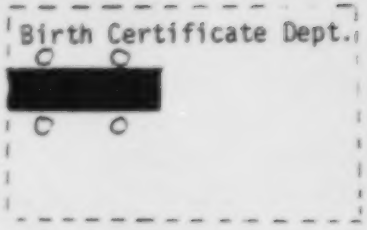
Allow the needed space for each of the following departments.

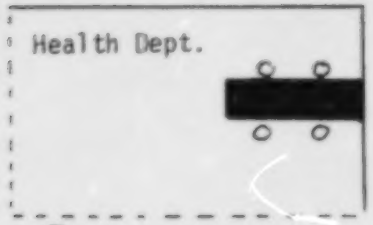


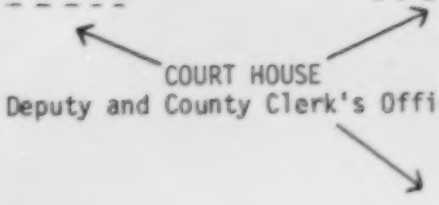



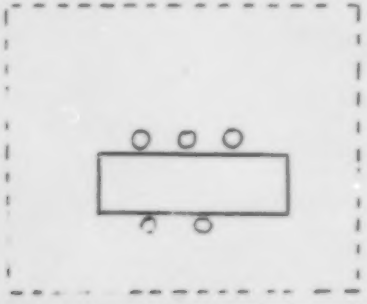



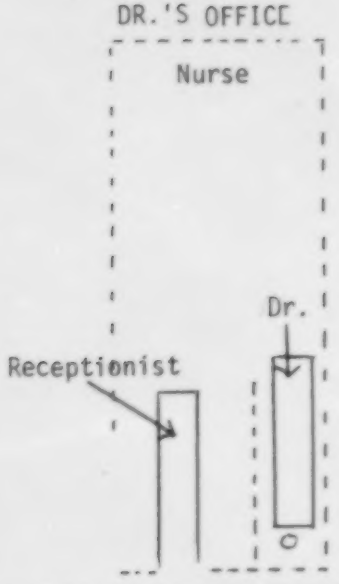





Reference Sheet #2

## Resources and Materials for the Unit

Non-Consumables:

1. Encyclopedia of Careers - Hopke - Public Libraries
2. Fielding's Travel Guide - Public Libraries
3. Brochures - Travel Bureaus
4. Trip to a travel bureau, court house, doctor's office, bank, and health department.
5. Resource people
   a. Travel Bureau personnel
   b. Court House personnel, etc.
6. Reference Sheet - Travel section of the Chicago Tribune (Coupon to send in for literature)
7. National Geographic Monthly Scholastic
8. Camera
9. Globes
10. Wall Maps of the World
11. Small individual viewers
12. A calculator if possible
13. Filmstrips of different countries

Consumables:

1. Travel magazines
2. Cardboard
3. Felt markers - all colors
4. Scissors
5. Tape
6. Plain white paper
7. Brochures (travel)
8. Pencils
9. Film for the camera and flash cubes
10. Old Sears, Montgomery Ward, Spiegel, and Penny Catalogues
11. Yellow construction paper for health cards (optional) run off on yellow paper
12. Green construction paper for passport covers.
13. Dittos run off for the inside - pages for passports, health cards, applications, checks, traveler's checks, catalogue order sheets

Some Addresses

Austrian Information Service
31 E. Sixty-ninth St.
New York, NY 10021

British Information Services
845 Third Ave.
New York, NY 10022

Embassy of the Union of Soviet Socialist Republics
Press Dept.
1706 Eighteenth St., N.W.
Washington, D.C. 20009

German Tourist Information Office
500 Fifth Avenue
New York, NY 10036

Embassy of Finland
1900 Twenty-fourth St., N.W.
Washington, D.C. 20008

Casa de Portugal
570 Fifth Ave.
New York, NY 10036

Danish Information Office
280 Park Ave.
New York, NY 10017

Reference Sheet #3a

The following information was adapted from a newspaper article: "Things to Know About Passports," by Marie Mattson, Chicago Tribune, 1972, November.

1. Get your passport early. It's not necessary for a passport to expire before you apply for a new one.

2. Have your passport ready in case the illness or the death of a relative overseas could suddenly call you abroad.

3. Get extra passport photos and carry them when you travel; they come in handy for visas and replacement of a lost passport.

4. Memorize your passport number, date and place of issue, and date of expiration so you can fill out immigration forms rapidly; this information also is necessary in reporting a lost passport.

5. Leave the following at home for emergency use: your itinerary, your passport number, date and place of issue, date and place of birth, where you plan to receive mail, and if you're on a tour, name of the wholesale tour operator.

6. Often you'll be asked the date of your birth when entering a country and registering at hotels. Write out the month. In many countries a birthdate of 6-9-35 is read as 6 September 1935. Scores of countries keep records by date and place of your birth rather than your name or passport number.

7. You may be asked to turn in your passport when you register at a hotel.

8. Keep it on your person, in your purse, or in the hotel - never leave your passport in your room, suitcase, glove compartment, or a coat hanging in a restaurant or left in a car safe.

9. Keep your passport (along with tickets, money, and shot record) in the hotel safe in countries where pickpockets and purse snatchers are rampant. Remember, you probably will need the passport for cashing traveler's checks and picking up mail other than at your hotel.

10. Remember, having travel documents in proper order is your responsibility - not that of your airline or travel agent. Be sure your passport is valid and that the visas are correct as to the length of stay, the time of entry, the transit to another country, and multiple entries if required.

11. Be sure to allow sufficient time to obtain visas - it may take a month or more to get one from a newly independent African nation. Some send your passport to their home country for visa issuance.

Reference Sheet #3b

12. Be sure to allow sufficient time to obtain visas - it may take a month or more to get one from a newly independent African nation. Some send your passport to their home country for visa issuance.

13. Be aware of the date that your visa expires so that you won't overstay in any country.

Be sure to take good care of your passport - without it you're in trouble.

DETACH HERE

# INFORMATION FOR PASSPORT APPLICANTS

## A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

## B. USE OF THIS FORM

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court; (c) a clerk of any State court of record or a judge or clerk of any probate court; or (d) a postal clerk designated by the Postmaster General.* A wife or husband who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 18 years who are to be included in a passport application are not required to appear in person. (NOTE: A person included in the passport of another may not use the passport for travel unless he is accompanied by the bearer) An unmarried person who has attained the age of 18 years must obtain a passport in his own name.

Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

2. Under certain circumstances, a person who is the bearer of a passport issued within eight years prior to the date of a new application and who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, "Application for Passport by Mail," from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

## C. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. Applicants Who Were Issued or Included in Passports Previously. A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. Applicants Who Are Applying for Their First Passport.

a. Citizenship by Birth in the United States. A native-born citizen shall present his birth certificate or, if not obtainable, his baptismal certificate or a certified copy of the record of baptism. (A Jewish Certificate of circumcision may be submitted in lieu of a baptismal certificate). The birth certificate bearing the original seal and/or signature must be presented. A copy of this document is not acceptable. Birth and baptismal certificates, to be acceptable, shall show that the birth or baptism was recorded shortly after birth. If such primary evidence is not obtainable, he shall submit a notice by appropriate authorities that no birth record exists and such secondary evidence as one or more affidavits of persons with personal knowledge of the birth, or a combination of other obtainable records such as early census records, newspaper files, family bibles, school records, and insurance records. The birth or baptismal certificate must show the applicant's given name or surname. If it does not, or if the name shown is not in agreement with the name as presently used, clarifying secondary evidence as shown above will be required.

All documents submitted as evidence of United States citizenship by birth shall include the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. Citizenship by Naturalization. A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. Citizenship Through Parent(s). If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) When Citizenship Was Acquired Through Naturalization of Parent or Parents. Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents. A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence in the United States and abroad (specifying precise periods in U.S. Armed Forces, in other U.S. Government employment, with qualifying international organization, or as a dependent of such person) before birth of applicant shall be submitted.

d. Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931. (Section 437 of the Clerk of Court Handbook on Passports.) Evidence requirements for persons in these categories should be discussed with the person executing the application.

## D. PHOTOGRAPHS

1. Number and Recency of Photographs Required. Two duplicate signed photographs taken within six months of the date of the application, portraying a good likeness of and satisfactorily identifying the applicant shall be presented with the application.

*Postal clerks have been designated only in certain areas.

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2. Signature on the Photographs. Both photographs must be signed on the front along the left-hand side without marring the features. The signature on the photographs must agree with the signature on the application.

3. Photographs for More Than One Person. A group photograph is preferred when a wife and/or children are to be included in a passport. When it is not feasible to submit a group photograph, separate photographs may be submitted.

4. Photographs May Be in Color or in Black and White. Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

5. Size and Quality of Photographs. The Passport Office welcomes photographs which depict the applicant as a relaxed and smiling person. Photographs shall be clear, front view, full face and shall be printed on thin, unglazed paper base with a light, plain background.

They shall not be smaller than 2-1/2 x 2-1/2 inches nor larger than 3 x 3 inches in size. Prints shall be capable of withstanding a mounting temperature of over 200 degrees Fahrenheit. Vending machine or acetate or film base prints are not acceptable because they may fade before the passport expires. Also, snapshots, magazine or full length photographs are not acceptable.

## E. IDENTIFICATION

All applicants applying under Section B must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. Personal Knowledge of Identity. If the applicant is personally known to the person executing the application no further identification is required.

2. Documents to Prove Identity. The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

a. Previous United States passport;
b. A certificate of naturalization or of derivative citizenship;
c. Driver's license (not temporary or learner's license);
d. A governmental (Federal, State, Municipal) identification card or pass;

As a general rule, the following documents are not acceptable as evidence of identity:

a. Social Security Card;
b. Learner or temporary driver's permit;
c. Credit cards of any type;
d. Membership card in local social organizations, clubs, etc.;
e. Any temporary identity card or document;
f. Any document which has been altered or changed in any manner.

3. Witness in Lieu of Documents. If the applicant is not able to establish his identity by personal knowledge or by one of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen or a permanent alien resident of the United States. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport applicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

## F. PASSPORT FEES

1. Amount of Fee

a. Execution Fee. A fee of $2 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport. No other fee except postage should be paid.

b. Passport Fee. The fee for a passport is $10. No passport fee is charged Armed Forces personnel or their dependents who submit Department of Defense Forms DD-1056, civilian employees of the United States Government or their dependents proceeding abroad on official business who present letters of authorization from the Government Agency, or employees of the United Seamen's Service who present letters of authorization from that organization.

Passport fees and no-fee authorizations shall accompany this application.

2. Form of Fee. The $10 passport fee must be in the form of:

a. Bank draft or cashier's check;
b. Check—certified, personal, travelers;
c. Money order—United States Postal, International, currency exchange, bank.

Payment should be made payable to the Passport Office. Coin or currency should not be submitted with applications unless application is made [redacted] Passport Agencies shown in Section B-1.

## G. HOW TO AMEND A PASSPORT

A passport may not be amended to exclude the bearer. It may be amended at the request of the bearer to show a married name, to correct the descriptive data, or to include or exclude a wife or husband or any minor children. Form DSP-19, Application for Amendment of Passport, may be used for this purpose. This form is required and must be personally presented to and executed by an authorized person noted in Section B-1 when an individual is to be included in a passport. A wife/husband to be included must also appear in person with the passport bearer and sign the application. A person may be included and excluded from a passport once only.

Forms DSP-19 are available from the offices noted in Section B-1.

## H. IMMUNIZATION INFORMATION

The International Health Regulations adopted by the World Health Organization stipulate that vaccination against smallpox, cholera, and yellow fever may be required as a condition of entry to any country.

Most countries require entering travelers to possess a valid International Certificate of Vaccination against smallpox. In addition, some countries require travelers to possess valid cholera and/or yellow fever Certificates.

Details concerning recommended and required immunizations and prophylaxis, for travel to all areas of the world, may be obtained from your local or State health department.

Reference Sheet #5a

Note that this is a brief description of the offices in the room and the suggested number in each group, based on a class of 27.

Set up these departments, offices, and bureaus in the room. Note that they are arranged in the order the student may wish to follow in role-playing the process of preparing to travel abroad. (Have the students pay only by check for all purchases.)

1. Set up a bank with four (4) tellers.

   a. Let the students open checking accounts. (Pretend that the students have $3,000 in their individual accounts.)

   b. Let the bank tellers keep an accurate account of each student and department and cancel their checks as those checks come in.

   c. Have the tellers record the traveler's checks they issue.

2. Set up a travel bureau with three (3) travel agents.

   a. Have the students study the literature and view filmstrips of the different countries. Let them purchase their tickets.

   b. Let the travel bureau agents discuss the points of interest, the cost of the tickets, and the modes of travel.

3. Set up a passport application department in the Deputy Clerk's Office of the Court House with three (3) deputy clerks.

   a. Have the clerks help the students fill out application blanks.

   b. Let the Deputy Clerk check the application and charge a $2.00 fee.

4. Set up a health department in the Court House with one or two (1-2) clerks.

   a. Let the clerk issue health cards.

   b. Have the student take the health card to the doctor. Let the doctor administer the proper shots and fill in the health card.

   c. Have the student return the health card to the health department to be certified.

5. Set up a birth certificate department in the County Clerk's Office of the Court House with two (2) clerks.

   a. Have the County and Deputy Clerk issue birth certificates.

   b. Let them charge an approximate fee of $2.00.

6. Set up a photography studio with three (3) workers.

   a. Let the receptionist make appointments and keep records.

   b. Have the photographer take pictures. (Use a polaroid and take three (3) pictures at once, or use a regular camera. Let the students develop these pictures with help at the high school.)

   c. Let the processor divide the pictures.

   d. Let the photographer charge a fee of $2.00 to $5.00.

7. Set up a doctor's office with three (3) workers, a doctor, a nurse, and a receptionist.

   a. Let the doctor administer the proper "shots" and fill in the health card.

   b. Let the receptionist set up appointments, collect fees, and keep records.

   c. Let the nurse assist the doctor and the receptionist.

8. Set up a passport issuing department in Chicago with one or two (1-2) clerks.

   a. Have the clerks check to see if the students filled out a birth certificate.

   b. Have them check for a photograph on the application form.

   c. Have them collect a $10.00 fee.

9. Set up a catalogue department with two (2) clerks.

   a. Let the students use the catalogue to order clothes, suitcases, etc., which do not exceed the maximum weight (44 lbs.) per passenger allowed on a plane.

   b. Have the students and student clerks check the orders carefully.

10. Have a distribution director and one (1) assistant director.

    a. Let them keep a check on the materials issued

    b. Have them check in the materials at the end of the period.

Reference Sheet #6
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

## Reference Sheet #7
## Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #8

Duties of Distribution Chairman

Read all the instructions carefully.

1. Be responsible for the following materials:

   a. Have nine boxes each containing the following supplies plus extra ones as described for the department.

      One black magic marker, one colored magic marker (each dept. has its own color), one ink pen, one pair of scissors, two pencils - long strings on the pencils taped or stapled to the box will keep them from disappearing

   b. Have extra supplies.

      Two staplers and staples, rulers, construction paper, rubber bands, white paper, scotch tape, three bottles of glue, tacks, tagboard, paper clips, two rolls of masking tape, pencils

2. Be responsible to keep the boxes filled and accounted for.

   a. Use these procedures for supplying materials to the students.

      1) Make certain the boxes are filled before starting each day.

      2) Use Activity Sheet #13 to place a check by the name of the person taking out a supply box.

      3) Do not check out a box to anyone except the designated person.

      4) Write in the small space provided if he/she takes any additional supplies from List #1b.

      5) Check with your teacher if you need extra materials.

      6) See that the leaders return their departments' boxes before the end of the period.

      7) Check each box to make certain all the equipment has been returned.

      8) Check the leader's name to show that he/she has returned the box intact.

      9) Cross off the names of the extra supplies when they are returned. (Refer to E above)

      10) Keep the boxes filled.

Reference Sheet #9a

Travel Bureau

Director_____

Color - Blue (Use the pen to check the students' checksheets)

Note that most of the supplies needed will be obtained by the Supply Director from the Distribution Director.

1. Have the materials and equipment needed:

   Brochures and maps of countries; a counter, table, or bookcase; pictures of countries; construction paper (colored and white for bulletin boards and tickets); filmstrips of foreign countries and viewers; travel books; globes; blue felt pen; pencils and pens (put long strings on the pencils and tack them up); cardboard for signs; paper for booklets; and masking tape

2. Follow these steps to set up the travel bureau. Check as completed.

   _____a. Decide on a place to have the travel bureau.

   _____b. Decorate a bulletin board showing the different countries and continents.

   _____c. Use a table or counter on which to display the brochures and price lists.

   _____d. Place the filmstrip viewer and the filmstrips in a good place where customers have access to electric outlets.

   _____e. Make tickets and have them ready before you start in business.

   _____f. Make an account booklet to keep records of checks and amounts.

   _____g. Turn the checks into the bank at the end of the day.

   _____h. Have enough maps (Activity Sheets #3a and #3b) for the class to chart routes, and also Activity Sheet #1.

   _____i. Decide who will do certain duties and fill in the chart below. Have some of the group do more than one job depending on the number in the group.

      1) Sell tickets_____.
      2) Hand out maps, and help chart routes_____.
      3) Check the students' checksheets_____.
      4) Keep the travel bureau account books, and turn the checks into the bank_____.
      5) Take charge of the viewer and filmstrips, and instruct in their use_____.
      6) Have a supply director for your department_____.
      7) Check your sheet to indicate the students who have completed the activities in your department. (See Activity Sheet #13)_____.

Trade jobs awhile so you will have the experience of doing all the jobs within your department.

3. Follow these steps to help the customers. Have all workers do the following:

   a. Help the customers to decide on three (3) countries to visit. Encourage them to look at the brochures and books and to use the viewers.

   b. Hand out Activity Sheets #3a and #3b and explain how to fill them in.

   c. Sell tickets. Be sure to mention package deals.

   d. Check the customers' checksheets with a blue felt pen.

   e. Check your checksheet to show that they have completed the activity.

   f. Turn all the checks into the bank.

   g. Let the people in this department be the last to act as customers, because the students will come to you first or second.

Reference Sheet #10a

Bank

Bank Director_____

Color - Red (Use the pen to check the students' checksheets)

1. Note the materials needed. Most of the supplies will be obtained by the Supply Chairman from the Distribution Chairman:

   Index cards and a box to keep them in, red felt pen, pens, pencils, blank checks (about 300 - staple two for each student), blank traveler's checks (about 150), counter (bookcase will work well), box for the returned checks, an account book - (Activity Sheet #6), cardboard or construction paper for a sign and for covers of the checkbooks, a stamp to cancel checks and a stamp pad, thumbtacks or tape, and a calculator to balance the accounts

2. Follow these steps to set up the bank. Check as completed.

   _____a. Decide where to have the bank.

   _____b. Name the bank - make a sign.

   _____c. Have a box for the students' cancelled checks.

   _____d. Use Activity Sheet #6 for each student.

   _____e. Open an account for each student with $3,000 in it.

   _____f. Be sure that all departments (except the Health Dept.) have Activity Sheet #6 so that records can be kept of the amounts in their accounts.

   _____g. Have the checks and bankbooks ready - staple Activity Sheet #6 to the bankbook.

   _____h. Decide on the duties each teller should perform.

   _____i. Prepare books of traveler's checks.

   _____j. Keep accounts of the traveler's checks.

      1) Have a teller responsible for individual accounts _____ cancel as posted.
      2) Have a teller resporsible for department accounts _____ cancel as posted.
      3) Hand out checks and bankbooks_____.
      4) Check each person's checklist with red_____.
      5) Have a teller responsible for the checks returned to the bank_____.
      6) Sell the traveler's checks_____.
      7) Check the students' names on Activity Sheet #13_____.

Change after awhile with others in your group.

3. Let the bank tellers aid the customers in the following ways:

   a. Issue bankbooks and checks.

   b. Keep each students' account up-to-date each day as a check is returned to the bank, cancel the check and subtract its amount from the students' index account card.

   c. Keep the accounts of the departments up-to-date.

   d. Check the students' checksheet with red.

   e. Note that bankers will be the last to be customers because the others come to them first to open accounts. Take turns going around after everyone has been issued a checkbook.

   f. Be sure each office in the room returns all the checks before the period is over.

   g. Clean up.

   h. Sell and keep account of the traveler's checks.

Reference Sheet #11

Store - Catalogue Department

Clerk Director_____

Color - Pink (Use the pen to check the students' checksheets)

1. Note the materials and equipment needed. Observe that most of the supplies will be obtained by the Supply Director from the Distribution Director:

   Cardboard for a sign, catalogues, 35 Sears order pages or any catalogue of your choice, pencils, pens (long string attached and stapled into a box), table and chairs, pink felt pen, phone if you have one

2. Follow these steps to set up the department. Check when completed.

   _____a. Decide where the catalogue department will be.

   _____b. Set up a table and chairs.

   _____c. Have many catalogues, 35 order forms, and pencils on the table.

   _____d. Decide the duties of each worker.

   _____e. Have a suggested list of clothing needs ready.

3. Have the clerks help the customers - (Let them work together or divide the responsibilities.)

   a. Make a suggested list including light weight luggage.

   b. Be sure the customers do not order over 44 pounds.

   c. Help them write up the order and check their addition.

   d. Collect for the orders.

   e. Return all the checks to the bank.

   f. Check the students' checksheets with pink when they are finished.

   g. Be sure at least two people are present to help at all times.

   h. Check the students' names on Activity Sheet #13.

Be the first customers to go around to the other departments because the other customers will come to you last.

Reference Sheet #12

Birth Certificate (Issuing) Department
Office of County Clerk and Deputy Clerks

County Clerk_____

Color - Brown (Use the pen to check the students' checksheets)

1. Note the materials and equipment needed. Observe that most of the supplies will be obtained by the Supply Director from the Distribution Director:

   Table and a couple of chairs, or desks and a chair
   Paper for a booklet
   Brown felt pen and pencil
   Thirty (30) copies of birth certificates
   File or box to put the certificates in
   Construction paper or cardboard for a sign

2. Follow these steps to set up a Deputy Clerk's office for issuing birth certificates. Check as completed.

   _____a. Decide where the office should be.

   _____b. Make a neat sign.

   _____c. Check on the cost of a birth certificate.

   _____d. Pass out birth certificates to all the students so they will be on file before you open. (Have them filled out in class.)

   _____e. Have a table and chair ready with a file or box which has the certificates inside.

   _____f. Make a booklet in which to keep the accounts (Activity Sheet #6).

   _____g. Decide what duties each will do. Exchange duties in your department.

      1) Make a sign_____.
      2) Have a Supply Director_____.
      3) Keep department accounts up_____.
      4) Go to the bank with the checks_____.
      5) Check students' account sheets_____.
      6) Issue birth certificates_____.

3. Have the clerks help the customers as follows:

   a. Issue birth certificates.

   b. Check their checksheets with brown color.

   c. Keep an office account book.

   d. Return the checks to the bank.

   e. Be sure at least two clerks are in the office at all times. Take turns going around to the other offices.

   f. Check the students' names on Activity Sheet #13.

Reference Sheet #13

Passport Application Department
(Court House)

Deputy Clerk Director_____

Color - Purple (Use the pen to check the students' checksheets)

Note that most of the supplies needed will be obtained by the Supply Director from the Distribution Director.

1. Note the materials and equipment needed:

   Two pens, a purple felt pen, table and chairs, paper for the booklet to keep the account records (Activity Sheet #6), and two pencils.

2. Follow these steps to set up the Deputy Clerk's Office. Check as completed.

   _____a. Decide where the office should be.

   _____b. Have 35 copies of passport applications ready.

   _____c. Read over the applications and know what has to be filled out. (two pages)

   _____d. Have a table and two chairs for customers to use while filling out the application.

   _____e. Have a sign.

   _____f. Decide what duties will be assigned to each clerk.

   _____g. Collect a $2.00 fee when the students bring the application back to be signed.

   _____h. Check the students' checksheets with purple the second time.

Change jobs within your group after a while.

3. Have the Deputy Clerks help the customers and divide the responsibilities as follows:

   a. Have the Deputy Clerk issue the application and explain how to fill it out. (Very important)_____

   b. Check the students' checksheet with purple_____

   c. Tell the customer to obtain a copy of his/her birth certificate, and have a job photo taken and return it with the application_____

   d. Check the application carefully when he/she returns. Staple on the picture and collect $2.00_____

   e. Check the birth certificate and check the students' checksheet with purple the 2nd time also_____

   f. Have the customer go to the passport issuing office with the application and a $10.00 check to receive a passport_____

   g. Check the students' name on Activity Sheet #13_____

Reference Sheet #14

Health Department
(Court House)

Director_____

Color - Black (Use the pen to check the students' checksheets)

1. Note the materials needed. Observe that most supplies needed will be obtained by the Supply Director from the Distribution Director:

   Thirty copies of the health certificate on yellow paper, stapler, scissors, black felt pen, pencil, stamp pad and stamp, table and chairs

2. Follow these steps to set up the Health Bureau. Check as completed.

   _____a. Decide where to have this department.

   _____b. Make a sign.

   _____c. Staple the books together.

   _____d. Acquire a desk and two chairs.

   _____e. Find out from the Health Bureau, or teacher, the immunizations and vaccinations needed for the countries to be visited. Have these listed.

   _____f. Assign duties to each student.

      1) Let the supply director be_____.
      2) Have the insides stapled together by_____.
      3) Check the students' names on Activity Sheet #13_____.
      4) Check the students' lists with black_____.

Decide on the duties of each member. Trade duties after a while.

3. Have the Health Officer and the Assistant help the customers.

   a. Let the students who come in for the first time tell where they are going. Check the list and tell them what vaccinations and shots are needed for those countries.

   b. Hand them a health card.

   c. Instruct them to visit a doctor for the shots and then return to the Health Department with the doctor's signature in their book.

   d. Stamp their book, "Health Department", for certification.

   e. Check the students' checksheets with a black felt pen.

   f. Do not charge for this service.

Be sure someone is on duty at all times. Take turns going to the other departments.

Reference Sheet #15

Passport Issuing Department
(Chicago)

Director_____

Color - Green (Use the pen to check the students' checksheets)

Note that when the students have filled out their applications and have stapled on their birth certificates and pictures, they are ready for this department.

1. Observe the materials needed. Note that most of the supplies needed will be obtained by the Supply Chairman from the Distribution Chairman:

   Green construction paper, green felt pen, cardboard for a sign, pencil and pen, scissors, stapler, table and two (2) chairs, thumbtacks and/or tape, and a sample passport

2. Follow these steps to set up the office. Check as completed.

   _____a. Decide where to have the office.

   _____b. Make a sign.

   _____c. Make a booklet to keep the office account.

   _____d. Make passport book covers, and write a different number on each cover.

   _____e. Staple the pages, and have the books ready.

   _____f. Check the students' Activity Sheets #12b.

   1) Make a sign_____.
   2) Have a Supply Director_____.
   3) Make the covers_____.
   4) Staple the pages_____.
   5) Keep the account_____.
   6) Go to the bank with the checks_____.
   7) Check the students' Activity Sheets #12b_____.
   8) Collect a $10.00 fee_____.
   9) Check the students' names on Activity Sheet #13_____.

Change duties after a while within your group.

3. Have the clerks assist the customers.

   a. Receive the application and the birth certificate.
   b. Check over the application.
   c. Fill out the green passport book. Paste in the picture. Issue it to the customer.
   d. Collect a $10.00 check.
   e. File the applications until all are in. (Let them be taken home later)
   f. Check the students' checksheets with a green felt pen.
   g. Return the checks to the bank.
   h. Let your people be one of the first groups to go around because the others will come to you almost last.

Be sure someone is on duty all the time. Take turns going to the other departments.

Reference Sheet #16a

Doctor's Office

Director_____

Color - Yellow (Use the pen to check the students' checksheets)

1. Note the materials needed. Observe that most of the supplies needed will be obtained by the Supply Director from the Distribution Director:

   Yellow felt pen, a pencil and a pen, Activity Sheet #14 for the appointment book, table and chairs, cardboard for signs, andy props, you would like to use or can get: stethoscope, thermometer, make-believe needle for shots, doctor's coat - could be a white shirt of dad's, nurse's hat - could be made, phone, cotton balls, alcohol, tape

2. Follow these steps to set up a doctor's office. Check as completed.

   _____a. Decide where to have an office.

   _____b. Collect any props you can.

   _____c. Make hats and a uniform.

   _____d. Make a sign.

   _____e. Decide on the fees.

   _____f. Get a table and chairs.

   _____g. Decide who will be the receptionist, nurse, and doctor.

   _____h. Have an appointment book ready.

   _____i. Decide on the duties of each worker.

      1) Let the doctor be_____.
      2) Let the nurse be_____.
      3) Let the receptionist be_____who will:
         a) Arrange for appointments.
         b) Keep the account book.
         c) Take the checks to the bank.
         d) Have charge of the waiting room.
         e) Check the students' checksheets.
      4) Check off the students' names on Activity Sheet #13_____.

Trade jobs with one another after awhile to give everyone different experiences.

Reference Sheet #16b

Doctor's Office

3. Have the workers help the customers.

   a. Encourage the students to make appointments.

   b. Give the necessary shots for vaccinations. (Note that probably everyone will need a re-vaccination)

   c. Fill in the necessary data in the health books.

   d. Tell the students that they must now return to the Health Department for an official stamp.

   e. Collect the fee for the services.

   f. Check the students' checksheets with a yellow felt pen.

   g. Take the checks to the bank at the end of the day.

   h. Keep the doctor's account books up-to-date.

Reference Sheet #17

Photographer

Director_____

Color - Orange (Use the pen to check the students' checksheets)

1. Note the materials needed. Observe that most of the supplies needed will be obtained by the Supply Director from the Distribution Director:

   Screen or sheet, scissors, regular camera or polaroid, orange felt pen, pencils, film and bulbs, construction paper for a sign, Activity Sheet #14 to record the appointments and also to keep the money accounts, stapler, tape, and a chair for the waiting room.

2. Follow these steps to set up the photographic studio. Check as completed.

   _____a. Decide where this studio should be (no white background).

   _____b. Have a camera loaded properly.

   _____c. Have a table and chair available.

   _____d. Have an appointment book ready.

   _____e. Decide on the price and have it posted.

   _____f. Have the scissors and stapler ready.

   _____g. Decide which job each worker will do.

   _____h. Read the directions on the film before loading the camera.

3. Have the workers help the customers.

   a. Encourage the students to make appointments (three people at one time and only one picture of each student).

   b. Allow the pictures to dry. Coat them, cut them off, and staple them to the students' applications. (Only if using polaroid film)

   c. Collect the students' checks at the time you give them the pictures.

   d. Decide which duties each worker will do.

      1) Make a sign_____.
      2) Get a supply director_____.
      3) Take the checks to the bank_____.
      4) Keep an account booklet_____.
      5) Check the students' checksheets_____.
      6) Load the camera_____.
      7) Take a picture (three at a time)_____.
      8) Fix the polaroid with a coating_____.
      9) Cut the picture, and staple it onto the application_____.
      10) Collect the fee_____.
      11) Make appointments_____.
      12) Check the students' names on Activity Sheet #13_____.

Trade jobs within the group after awhile so everyone has experience doing many activities.

74

Reference Sheet #18

Use for the teacher's information: Place a check (✓) in the appropriate column as the students complete the activities for each department.



| DEPARTMENTS / NAMES | Bank | | | COURT HOUSE | | | | | | | | | | Okayed by Teacher |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Travel Bureau | Passport Dept. | | | Birth Cert. | Health | | Doctor's Office | Photographer | Catalogue Dept. | |
| | a | b | c | | a | b | c | | a | b | | | | |
| 1. | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | | | 76 |
| 16. | | | | | | | | | | | | | | |
| 17. 75 | | | | | | | | | | | | | | |
| 18. | | | | | | | | | | | | | | |
| 19. | | | | | | | | | | | | | | |

Activity Sheet #1

Name_____

Date_____

Number 1-11 in order of your preference of job choice.

_____Travel Bureau

_____Bank

_____Photographer

_____Doctor's - Nurse's Office

_____Catalogue Department

_____Health Department

_____County Clerk's Office
(For Birth Certificates)

_____County Clerk's Office
(For Passport Applications)

_____Passport Issuing Office

_____Distribution Director

_____Assistant Director

Activity Sheet #2

Distribution Director_____ Period_____

Inventory: 1. Place a (✓) to indicate when materials are checked in and out.
2. Write the names of other material checked in and out in the large space.

| Department | Supply Chairman check | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | out | in | out | in | out | in | out | in | out | in |
| Health | | | | | | | | | | | |
| Bank | | | | | | | | | | | |
| Doctor | | | | | | | | | | | |
| Travel Bureau | | | | | | | | | | | |
| Catalogue | | | | | | | | | | | |
| Birth Certificate | | | | | | | | | | | |
| Passport Application | | | | | | | | | | | |
| Passport Issuing | | | | | | | | | | | |
| Photo | | | | | | | | | | | |

The travel bureau should help the students chart their route.

Activity Sheet #3a

54

Activity Sheet #3b

Name_____ Date_____

Identify the three (3) countries you chose to visit, and explain how different factors affected your decision.

Country_____

1. Climate; i.e. temperature, weather, etc._____
2. Safety; i.e., civil strife, war, or other high risk factor_____
3. Living standards; i.e., modern, extremely pour, lack of food, sanitation, etc.

   _____
4. Activities available; i.e. skiing, swimming, mountain climbing, etc._____

   _____
5. Accessibility; i.e. geographically or politically_____
6. Financial; i.e. can you afford to travel there - what is the value of the American dollar?_____
7. Scenery; i.e. mountainous, seaside, historical ruins, etc._____

---

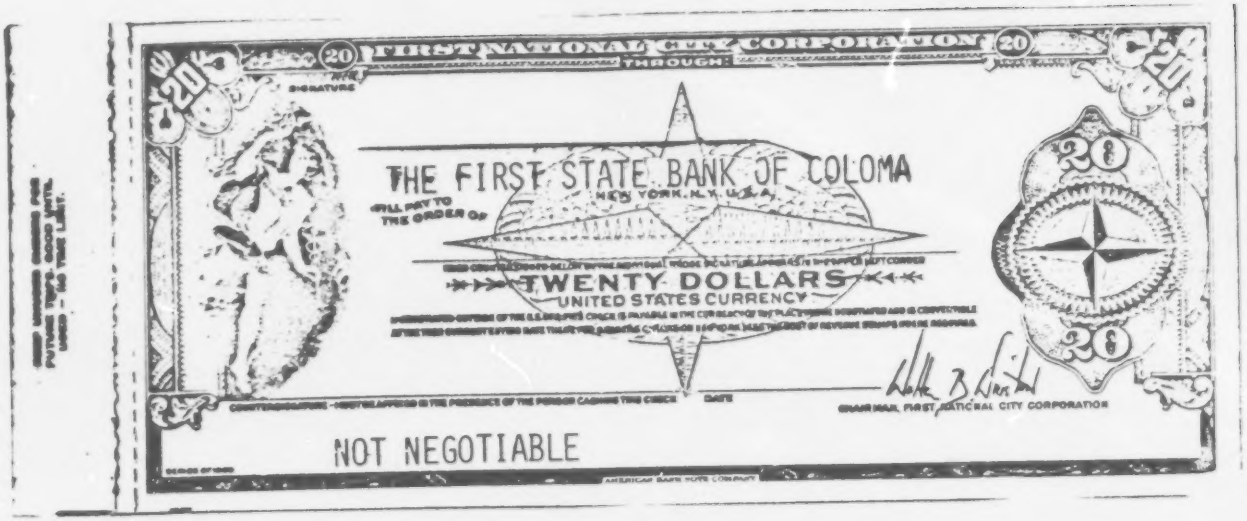
Country_____

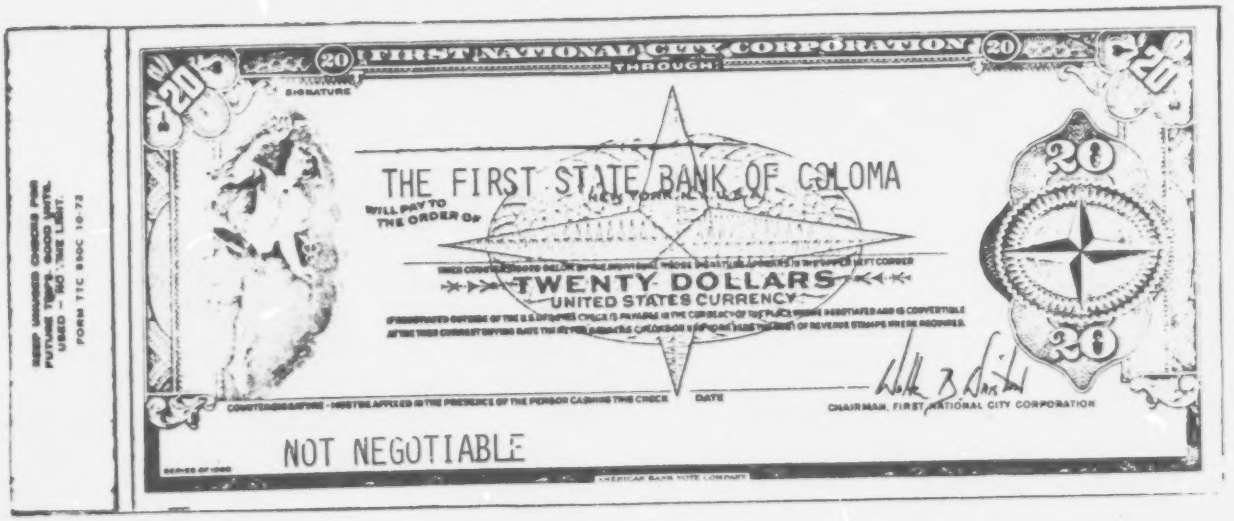
1. Climate_____
2. Safety_____
3. Living standards_____
4. Activities available_____
5. Accessibility_____
6. Financial_____
7. Scenery_____

---

Country_____

1. Climate_____
2. Safety_____
3. Living standards_____
4. Activities available_____
5. Accessibility_____
6. Financial_____
7. Scenery_____


FIRST NATIONAL CITY CORPORATION
THROUGH
THE FIRST STATE BANK OF COLOMA
WILL PAY TO THE ORDER OF
TWENTY DOLLARS
UNITED STATES CURRENCY
NOT NEGOTIABLE
CHAIRMAN, FIRST NATIONAL CITY CORPORATION


FIRST NATIONAL CITY CORPORATION
THROUGH
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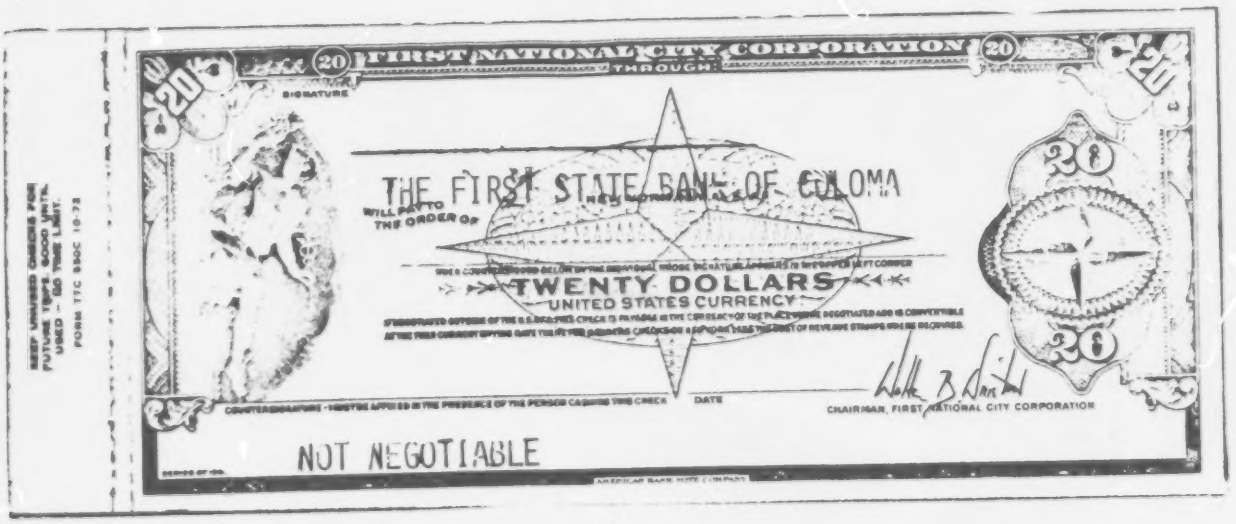
TWENTY DOLLARS
UNITED STATES CURRENCY
NOT NEGOTIABLE
CHAIRMAN, FIRST NATIONAL CITY CORPORATION


FIRST NATIONAL CITY CORPORATION
THROUGH
THE FIRST STATE BANK OF COLOMA
WILL PAY TO THE ORDER OF
TWENTY DOLLARS
UNITED STATES CURRENCY
NOT NEGOTIABLE
CHAIRMAN, FIRST NATIONAL CITY CORPORATION

Activity Sheet #5

Make as many copies of the following as necessary. Staple these into a checkbook form.

NOT NEGOTIABLE

_____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

*The First State*
BANK OF COLOMA
*Coloma, Michigan*

MEMO _____ _____

NOT NEGOTIABLE

_____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

*The First State*
BANK OF COLOMA
*Coloma, Michigan*

MEMO _____ _____

NOT NEGOTIABLE

_____ 19____

PAY TO THE ORDER OF _____ $ _____

_____ DOLLARS

*The First State*
BANK OF COLOMA
*Coloma, Michigan*

MEMO _____ _____

Activity Sheet #6

Each student and business will need a copy of the following account form to keep a record of their finances. The bank will need a form to keep a record of each student's banking account. The bank will need a few copies similar to this to keep an account of all traveler's checks. (No two traveler's checks should have the same number.)

Name of business or individual _____

| Check No. | Date | Needed Information | Check or Withdrawal | Deposit | Balance |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Have the teacher sign here at the conclusion of this unit to indicate that this account balanced.

Teacher's signature _____

Date _____

84

SEARS, ROEBUCK AND CO.
Chicago, Illinois 60607

# Sears

Date _____ 19__

PLEASE BE SURE TO INCLUDE ZIP CODE IN YOUR ADDRESS

*SATISFACTION GUARANTEED OR YOUR MONEY BACK*

**PLEASE GIVE COMPLETE DELIVERY INFORMATION**

Be sure to give complete mailing address at the right, filling in the correct information on the lines provided. ON FREIGHT ORDERS, IF YOU DO NOT HAVE A STREET ADDRESS, additional information is needed for delivery by truck. The name and/or number of the road or highway, landmarks such as a church, gas station, fire house or bridge are important guides. Please give these details on the lines provided.

PLEASE DO NOT WRITE IN SPACE BELOW

**PLEASE PRINT PLAINLY**

*All members of the same household should order under one name*

NAME _____ (FIRST NAME) (MIDDLE INITIAL) (LAST NAME)

Mailing Address _____

Post Office _____ State _____ ZIP CODE

Telephone Number _____

SHIP TO ANOTHER ADDRESS? If you want this order shipped to another person or to a different address, freight or express station, give address here:

NAME _____

Mailing Address _____

Post Office _____ State _____ ZIP CODE

IF YOUR ADDRESS HAS CHANGED since last order, please give your old mailing address here:

Mailing Address _____

Post Office _____ State _____ ZIP CODE

STATE COLOR OR PATTERN CHOICE BY NUMBER IF REQUESTED

| | CATALOG NUMBER | HOW MANY | NAME OF ITEM | COLOR Pattern, Finish, Etc. | SIZE Measure to be sure | PRICE Ea., Yd., Pr., Etc. | TOTAL PRICE Dollars | Cents | SHPG. WT. Lbs. | Oz. |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| | | | | | | | | | | |
| 10 | | | | | | | | | | |
| 11 | | | | | | | | | | |

**ILLINOIS** customers add 5c tax for each dollar of goods (4c state, 1c city).
**INDIANA** customers add 2c tax for each dollar of goods.
**IOWA or MISSOURI** customers add 3c tax for each dollar of goods.
**KENTUCKY** customers add 5c tax for each dollar of goods.
**MICHIGAN, OHIO or WISCONSIN** customers add 4c tax for each dollar of goods.
If your county in **OHIO** has a tax, include the additional tax required.
Tax rates based on information available at printing and subject to change.

| | | | |
|---|---|---|---|
| TOTAL FOR GOODS | | | Total Pounds / Total Ounces |
| AMOUNT FOR TAX | | | |
| If credit order, we will figure and fill this in for you — POSTAGE | | | Total Weight in Pounds |
| Amount I owe Sears on previous order | | | Enter Parcel Post Zone No. |
| TOTAL CASH PRICE | | | |
| AMOUNT ENCLOSED — Sears Checks | | | |
| AMOUNT ENCLOSED — Money Order or Check | | | |

**HOW SHALL WE SHIP?** Parcel Post ☐ Express ☐ Freight (Rail or Truck) ☐

In Metropolitan areas, merchandise can be delivered by fast package delivery service at higher cost. ☐ PACKAGE DELIVERY SERVICE

Add this order to my REVOLVING CHARGE ACCOUNT ☐
EASY PAYMENT PLAN ACCOUNT ☐
MODERNIZING CREDIT PLAN ACCOUNT ☐
Do not send identification card or plate

MY ACCOUNT NUMBER IS _____ At which Sears store? _____

Signature of the Head of Household _____
(WRITE—DO NOT PRINT)

C

Sears 549

STATE OF MICHIGAN )
County of Berrien, ) ss.
St. Joseph, Michigan )

**CERTIFIED COPY OF RECORD OF BIRTH**

I, FORREST H. KESTERKE, Clerk of the County of Berrien, and of the Circuit Court thereof, the same being a Court of Record having a Seal, do hereby certify that the following is a copy of the Record of Birth of _____ now remaining in my office, and of the whole thereof, viz:

## CHILD

| DATE OF BIRTH | | | SURNAME AND CHRISTIAN NAME, IF ONE BE GIVEN | MALE OR FEMALE | | |
|---|---|---|---|---|---|---|
| MONTH | DAY | YEAR | | | | |
| | | | | | | |

| BIRTH PLACE | RECORD NO. | LOCAL FILE NO. | DATE OF RECORD |
|---|---|---|---|
| | | | |

## PARENTS

| FULL NAME OF EACH | RESIDENCE | BIRTH PLACE OF EACH |
|---|---|---|
| | | |

*In Testimony Whereof,* I have hereunto set my hand and affixed the seal of said Circuit Court, the _____ day of _____ A. D. 19____

Forrest H. Kesterke Clerk.

By _____ Deputy Clerk.

Activity Sheet #9a

DON'T PUT IT OFF
APPLY NOW

(PLEASE TYPE OR PRINT)

AVOID THE LAST
MINUTE RUSH

DEPARTMENT OF STATE

# PASSPORT APPLICATION

(Before completing this application, read and detach information for Passport Applicants on pages 3 and 4) (Use supplemental sheets when the space provided is not adequate)

(PASSPORT OFFICE USE ONLY)

R D D DP Endorsement _____

A

TO BE COMPLETED BY ALL APPLICANTS

(First name) (Middle name) (Last name)

I, _____

a citizen of the United States, do hereby apply to the Department of State for a passport.

MAIL PASSPORT TO:

IN CARE OF (If applicable) _____

STREET _____

CITY _____ STATE _____ ZIP CODE _____

PHONE NOS. Area Code _____ Home: _____ Business: _____

| DATE OF BIRTH (Month) | (Day) | (Year) | PLACE OF BIRTH (City, State or Province, Country) |
|---|---|---|---|
| | | | |

| HEIGHT | COLOR OF HAIR (Spell out) | COLOR OF EYES (Spell out) | APPROXIMATE DATE OF DEPARTURE |
|---|---|---|---|
| ____ Ft. ____ in. | | | |

| VISIBLE DISTINGUISHING MARKS | OCCUPATION | SOCIAL SECURITY NO. |
|---|---|---|
| | | |

| MY PERMANENT RESIDENCE (Street address, City, State, ZIP Code) (If mailing Address, write "Same") | COUNTY OF RESIDENCE |
|---|---|
| | |

EVIDENCE

Applicant's Birth Certificate

Filed SR CR City

Certificate of Naturalization or Citizenship

No. Date

Place ☐ Seen and Returned

Wife's/Husband Birth Certificate

Filed SR CR City

Certificate of Naturalization or Citizenship

No. Date

Place ☐ Seen and Returned

Child(ren)'s Birth Evidence

B

COMPLETE ONLY IF WIFE/HUSBAND OR CHILDREN UNDER THE AGE OF 18 YEARS ARE TO BE INCLUDED IN PASSPORT AND SUBMIT GROUP PHOTOGRAPH

(WIFE'S) (HUSBAND'S) FULL LEGAL NAME

| DATE OF BIRTH (Mo., Day, Year) | PLACE OF BIRTH (City, State or Province, Country) |
|---|---|
| | |

| CHILD(REN) NAME(S) IN FULL | PLACE OF BIRTH (City, State or Country) | DATE OF BIRTH (Month, Day, Year) |
|---|---|---|
| | | |

C

TO BE COMPLETED BY APPLICANT FOR HIMSELF AND PERSONS INCLUDED

HAVE YOU OR ANYONE INCLUDED IN THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? ☐ YES ☐ NO (IF YES, GIVE DATE OF MOST RECENT PASSPORT ISSUED AND NAME IN WHICH ISSUED)

IF NOT SUBMITTED WITH THIS APPLICATION:

Where issued:

Disposition:

IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Do not show name of a person who will accompany you traveling):

Name in full: Relationship:

Street address, City, State:

SEE REQUIREMENTS FOR PHOTOGRAPHS ON ATTACHED INFORMATION SHEET. PHOTOGRAPHS WHICH DO NOT MEET THE REQUIREMENTS OR ARE NOT A LIKENESS WILL NOT BE ACCEPTED.

CLERK OR AGENT WILL STAPLE PHOTO HERE. DO NOT IMPRESS SEAL ON EITHER PHOTOGRAPH.

(PASSPORT OFFICE USE ONLY)

87

FEE _____ EXEC. _____ TWX _____ POST. _____

FORM 5-71 DSP-11

(OVER - YOU MUST COMPLETE PAGE 2)

# Activity Sheet #9b

FORM DSP-11 5-71 PAGE 2

**D** TO BE COMPLETED BY ALL APPLICANTS

| FATHER'S NAME | FATHER'S PLACE OF BIRTH | FATHER'S DATE OF BIRTH | [ ] U.S. CITIZEN [ ] NOT U.S. CITIZEN |
|---|---|---|---|
| MOTHER'S MAIDEN NAME | MOTHER'S PLACE OF BIRTH | MOTHER'S DATE OF BIRTH | [ ] U.S. CITIZEN [ ] NOT U.S. CITIZEN |

[ ] I WAS NEVER MARRIED
[ ] I WAS LAST MARRIED ON | TO (Full legal name - complete whether widowed or divorced) | WHO WAS BORN ON (Date)

BORN AT (City, State, Country) | [ ] WHO IS A U.S. CITIZEN [ ] WHO IS NOT A U.S. CITIZEN | [ ] MARRIAGE NOT TERMINATED [ ] MARRIAGE TERMINATED BY [ ] Death [ ] Divorce on (Date)

**E** WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931

| I WAS PREVIOUSLY MARRIED ON | TO (Full legal name) | WHO WAS BORN AT (City, State, Country) |
|---|---|---|
| ON (Date of Birth) | [ ] FORMER HUSBAND WAS U.S. CITIZEN [ ] FORMER HUSBAND WAS NOT U.S. CITIZEN | PREVIOUS MARRIAGE TERMINATED BY [ ] DEATH [ ] DIVORCE ON (Date) |

**F** COMPLETE IF APPLICANT OR ANY PERSON INCLUDED WAS NOT BORN IN THE U.S. AND CLAIMS CITIZENSHIP THROUGH PARENT(S)

IMMIGRATED TO THE U.S. (Month) (Year)
[ ] APPLICANT
[ ] WIFE
[ ] HUSBAND
[ ] CHILD

IF FATHER NATURALIZED:
DATE | CERTIFICATE NO.
BEFORE (Name of Court) | PLACE (City, State)

IF KNOWN, FATHER'S RESIDENCE IN U.S.
From (Year) To (Year)

RESIDED CONTINUOUSLY IN THE U.S.
From (Year) To (Year)
[ ] APPLICANT
[ ] WIFE
[ ] HUSBAND
[ ] CHILD

IF MOTHER NATURALIZED:
DATE | CERTIFICATE NO.
BEFORE (Name of Court) | PLACE (City, State)

IF KNOWN, MOTHER'S RESIDENCE IN U.S.
From (Year) To (Year)

**G** PROPOSED TRAVEL PLANS - TO BE COMPLETED BY ALL APPLICANTS

PURPOSE OF TRIP

PROPOSED LENGTH OF STAY

NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS

MEANS OF TRANSPORTATION

| | Ship | Air | Other |
|---|---|---|---|
| Departure | [ ] | [ ] | [ ] |
| Return | [ ] | [ ] | [ ] |

DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD?
[ ] Yes [ ] No IF SO, WITHIN
[ ] Year [ ] 2 Years [ ] 5 Years

COUNTRIES TO BE VISITED

**WARNING:** False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and or imprisonment under the provisions of 18 USC 1001 and or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and or imprisonment under 18 USC 1544.

I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state, taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state, entered or served in the armed forces of a foreign state, accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state, ever sought or claimed the benefits of the nationality of any foreign state; or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.

*(If any of the above-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)*

I solemnly swear (or affirm) that the statements made on all the pages of this application are true and that the photograph attached is a likeness of me and of those persons to be included in the passport.

**OATH OF ALLEGIANCE**

Further, I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic, that I will bear true faith and allegiance to the same, and that I take this obligation freely, without any mental reservations, or purpose of evasion; So help me God.

_____ *(To be signed at same time by wife husband to be included in passport)*

_____ *(To be signed by Applicant in presence of person administering oath)*

Subscribed and sworn to (affirmed) before me this _____ day of _____, 19 _____

*(SEAL OF COURT)*

_____ *(Signature of Clerk of Court or Passport Agent)*

Clerk of the _____ Court or Passport Agent at _____

**Identifying Document Submitted** *(Proper evidence to identify the applicant must be submitted in compliance with Section 120 of the Clerk of Court Handbook on Passports)*

# INTERNATIONAL CERTIFICATES OF VACCINATION

Sample

AS APPROVED BY
THE WORLD HEALTH ORGANIZATION
(EXCEPT FOR ADDRESS OF VACCINATOR)

# CERTIFICATS INTERNATIONAUX DE VACCINATION

APPROUVES PAR
L'ORGANISATION MONDIALE DE LA SANTÉ
(SAUF L'ADRESSE DU VACCINATEUR)

TRAVELER'S NAME–NOM DU VOYAGEUR

ADDRESS–ADRESSE (Number–Numéro) (Street–Rue)

(City–Ville)

(County–Département) (State–État)

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

PHS-731 (REV. 9-69)

Sample

**INTERNATIONAL CERTIFICATE OF VACCINATION OR REVACCINATION AGAINST CHOLERA**
**CERTIFICAT INTERNATIONAL DE VACCINATION OU DE REVACCINATION CONTRE LE CHOLÉRA**

This is to certify that
Je soussigné(e) certifie que _____ Sex
Sexe _____

whose signature follows
dont la signature suit _____ date of birth
né(e) le _____

has on the date indicated been vaccinated or revaccinated against cholera.
a été vacciné(e) ou revacciné(e) contre le choléra à la date indiquée.

| Date | Signature, professional status, and address of vaccinator<br>Signature, qualité professionnelle, et adresse du vaccinateur | Approved stamp<br>Cachet d'authentification |
|---|---|---|
| 1. | | 1. |
| 2. | | 2. |
| 3. | | 3. |
| 4. | | 4. |
| 5. | | 5. |
| 6. | | 6. |

THE VALIDITY OF THIS CERTIFICATE shall extend for a period of 6 months, beginning 6 days after the first injection of the vaccine or, in the event of a revaccination within such period of 6 months, on the date of that revaccination.

The approved stamp mentioned above must be in a form prescribed by the health administration of the country in which the vaccination is performed.

Any amendment of this certificate, or erasure, or failure to complete any part of it, may render it invalid.

LA VALIDITÉ DE CE CERTIFICAT couvre une période de six mois commençant six jours après la première injection du vaccin ou, dans le cas d'une revaccination au cours de cette période de six mois, le jour de cette revaccination.

Le cachet d'authentification doit être conforme au modèle prescrit par l'administration sanitaire du territoire où la vaccination est effectuée.

Toute correction ou rature sur le certificat ou l'omission d'une quelconque des mentions qu'il comporte peut affecter sa validité.

SAMPLE

**INTERNATIONAL CERTIFICATE OF VACCINATION OR REVACCINATION AGAINST SMALLPOX**
**CERTIFICAT INTERNATIONAL DE VACCINATION OU DE REVACCINATION CONTRE LA VARIOLE**

This is to certify that
Je soussigné(e) certifie que _____ sex / sexe _____
whose signature follows
dont la signature suit _____ date of birth / né(e) le _____
has on the date indicated been vaccinated or revaccinated against smallpox with a freeze-dried or liquid vaccine certified to fulfill the recommended requirements of the World Health Organization.
a été vacciné(e) ou revacciné contre la variole à la date indiquée ci-dessous, avec un vaccin lyophilisé ou liquide certifié conforme aux normes recommandées par l'Organisation mondiale de la Santé.

| Date | Show by "X" whether / Indiquer par "X" s'il s'agit de | Signature, professional status, and address of vaccinator / Signature, qualité professionnelle, et adresse du vaccinateur | Origin and batch no. of vaccine / Origine du vaccin et numéro du lot | Approved stamp / Cachet d'authentification |
|---|---|---|---|---|
| 1a | Primary vaccination performed / Primovaccination effectuée ☐ | | | |
| 1b | Read as successful / Prise ☐ Unsuccessful / Pas de prise ☐ | | | |
| 2 | ☐ Revaccination | | | |
| 3 | ☐ Revaccination | | | |
| 4 | ☐ Revaccination | | | |
| 5 | ☐ Revaccination | | | |

THE VALIDITY OF THIS CERTIFICATE shall extend for a period of 3 years, beginning 8 days after the date of a successful primary vaccination* or, in the event of a revaccination, on the date of that revaccination.

The approved stamp mentioned above must be in a form prescribed by the health administration of the country in which the vaccination is performed.

Any amendment of this certificate, or erasure, or failure to complete any part of it, may render it invalid.

LA VALIDITÉ DE CERTIFICAT couvre une période de trois ans commençant huit jours après la date de la primovaccination effectuée avec succès (prise) ou, dans le cas d'une revaccination, le jour de cette revaccination.

Le cachet d'authentification doit être conforme au modèle prescrit par l'administration sanitaire du territoire où la vaccination est effectuée.

Toute correction ou rature sur le certificat ou l'omission d'une quelconque des mentions qu'il comporte peut affector sa validite.

*See item 1, Instructions to Physicians

**INTERNATIONAL CERTIFICATE OF VACCINATION OR REVACCINATION AGAINST YELLOW FEVER**
**CERTIFICAT INTERNATIONAL DE VACCINATION OU DE REVACCINATION CONTRE LA FIÈVRE JAUNE**

SAMPLE

This is to certify that
Je soussigné(e) certifie que _____ Sex
Sexe _____

whose signature follows
dont la signature suit _____ date of birth
né(e) le _____

has on the date indicated been vaccinated or revaccinated against yellow fever.
a été vacciné(e) ou revacciné(e) contre la fièvre jaune à la date indiquée

| Date | Signature and professional status of vaccinator<br>Signature et qualité professionnelle du vaccinateur | Origin and batch number of vaccine<br>Origine du vaccin employé et numéro du lot | Official stamp of vaccinating center<br>Cachet officiel du centre de vaccination |
|---|---|---|---|
| 1. | | | |
| 2. | | | |

THIS CERTIFICATE IS VALID only if the vaccine used has been approved by the World Health Organization and if the vaccinating center has been designated by the health administration for the country in which that center is situated.

THE VALIDITY OF THIS CERTIFICATE shall extend for a period of 10 years, beginning 10 days after the date of vaccination or, in the event of a revaccination, within such period of 10 years, from the date of that revaccination.

Any amendment of this certificate, or erasure, or failure to complete any part of it, may render it invalid.

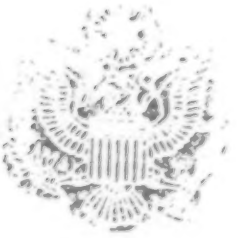
CE CERTIFICAT N'EST VALABLE que si le vaccin employé a été approuvé par l'Organisation mondiale de la Santé et si le centre de vaccination a été habilité par l'administration sanitaire du territoire dans lequel ce centre est situé.

LA VALIDITÉ DE CE CERTIFICAT couvre une période de dix ans commençant dix jours après la date de la vaccination ou, dans le cas d'une revaccination au cours de cette période de dix ans, le jour de cette revaccination.

Toute correction ou rature sur le certificat ou l'omission d'une quelconque des mentions qu'il comporte peut affecter sa validité.

Activity Sheet #11a

P A S S P O R T



*United States*

*of America*

Activity Sheet #11b

IMPORTANT

This passport is NOT VALID until signed BY THE BEARER on page two. Please fill in names and addresses below.

BEARER'S ADDRESS IN THE UNITED STATES:

Name_____

Address_____

_____

BEARER'S FOREIGN ADDRESS:

_____

_____

N CASE OF DEATH OR ACCIDENT NOTIFY THE NEAREST AMERICAN DIPLOMATIC OFFICE.

*I the undersigned,*

*Secretary of State*

*of the*

*United States of America hereby request all whom it may concern to permit the citizen(s) of the United States named herein to pass without delay on hindrance and in case of need to give said citizen(s) all lawful aid and protection*

Activity Sheet #11c

WARNING: Alteration, Additions or Mutilation of Entries is Prohibited. An Unofficial Change Will Render This Passport Invalid.

Name

Birth Date

Birth Place

Height

Hair

Eyes

Wife

Issue Date

Husband

Signature

Activity Sheet #11d

THIS PASSPORT IS NOT VALID FOR TRAVEL TO OR IN COMMUNIST CONTROLLED PORTIONS OF:

CHINA
KOREA
VIET-NAM

OR TO OR IN

ALBANIA
CUBA

A PERSON WHO TRAVELS TO OR IN THE LISTED COUNTRIES OR AREAS MAY BE LIABLE FOR PROSECUTION UNDER SECTION 1185, TITLE 8, U.S. CODE, AND SECTION 1544, TITLE 18, U.S. CODE.

IN ADDITION TO THE COUNTRIES AND AREAS LISTED ABOVE. THIS PASSPORT IS NOT VALID FOR TRAVEL TO, IN, OR THROUGH THE FOLLOWING COUNTRIES:

ALGERIA, IRAQ, JORDAN, LIBYA, SUDAN, SYRIAN ARAB REPUBLIC, UNITED ARAB REPUBLIC AND YEMEN.

*Extensions, amendments, limitations, and restrictions*

Activity Sheet #12a

Name_____

Date_____

Have the personnel in each department check their sheet (Activity Sheet #13) and your sheets (Activity Sheets #12a, 12b and 12c) as you complete each of the following activities.

Set up some appointments before you start.

Bank (Part A) - (Red Check Mark)

_____ 1. Open an account.

_____ 2. Receive a checkbook and twelve checks.

Travel Bureau - (Blue Check Mark)

_____ 3. View filmstrips, books, and brochures.

_____ 4. Complete Activity Sheet #3a. Label seven continents, four oceans, and chart the course to three countries.

_____ 5. Purchase a ticket with a check.

On Own - (Pencil)

_____ 6. Bring the checkbook up to date.

Passport Application Department (Part A) - (Purple Check Mark)

_____ 7. Pick up a passport application blank and fill it out.

_____ 8. Pay $2.00 when you return with a birth certificate and a photo.

Birth Certificate Department - (Brown Check Mark)

_____ 9. Pick up a copy of a birth certificate at the County Clerk's office.

_____10. Write a check to pay the fee - $2.00.

On Own - (Pencil)

_____11. Bring the checkbook up to date.

Health Department (Part A) - (Black Check Mark)

_____12. Pick up a health card at no cost.

_____13. Inquire as to what vaccinations and/or immunizations are required for the countries you will be visiting.

Visit the doctor's office or photographer's next (make appointments if required).

Activity Sheet #12b

Name_____

Date_____

Doctor's Office - (Yellow Check Mark)

_____14. Make an appointment.

_____15. Receive needed vaccinations and immunizations (doctor needs to sign the health card).

_____16. Write a check to pay the fee.

On Own - (Pencil)

_____17. Bring the checkbook up to date.

Photographer - (Orange Check Mark)

_____18. Make an appointment.

_____19. Have a photo taken (with two others).

_____20. Pay the bill when you receive the photo.

_____21. Receive the photo.

On Own - (Pencil)

_____22. Bring the checkbook up to date.

COURT HOUSE

Health Department Again (Part A) - (Black Check Mark)

_____23. Have a health card stamped. (Keep your own health card)

Passport Application Office Again (Part B) - (Purple)

_____24. Give the application, photo, and birth certificate to the clerk. (Have the clerk check it and return it to you.)

_____25. Pay a $2.00 check to the clerk.

On Own - (Pencil)

_____26. Bring the checkbook up to date.

Passport Issuing Office (Part C) - (Green Check Mark)

_____27. Go to the Passport Issuing Office with the application.

_____28. Pay with a $10.00 check, and receive the passport booklet.

Activity Sheet #12c

Name_____

Date_____

May visit Bank or Catalogue Department anytime.

Bank (Part B) - (Red Check Mark)

_____29. Purchase traveler's checks.

_____20. Write a check for the amount and pay the charge of $1.00 for each $100.00 worth of traveler's checks.

On Own - (Pencil)

_____31. Bring the checkbook up to date.

Catalogue Department - (Pink Check Mark)

_____32. Check through the catalogue. Choose a suitcase, clothing, and other travel items. (Keep in mind the 44 lbs. airline luggage allowance while ordering.) Include the item costs, taxes, and shipping weight charges. Calculate the total cost.

_____33. Write a check for the correct amount.

On Own - (Pencil)

_____34. Bring the checkbook up to date.

_____35. Receive all your cancelled checks from the bank.

_____36. Check to see that you have each of the following in your folder:

Ticket, passport application (be sure it has been signed), map of the three (3) countries marked and your reasons for choosing these countries (Activity Sheets #3a and #3b), birth certificate, health card (signed by the doctor and stamped by the health department), catalogue order form completed, and Activity Sheets #12a, 12b, and 12c all checked by the appropriate personnel.

_____37. Balance the checkbook.

Bank (Part C) - (Red Check Mark)

_____38. Check with the bank to be certain your accounts balance.

_____39. Check out with the teacher - (he/she will initial and o.k. your paper).

_____40. Have your teacher check your name off the major Reference Sheet #18.

100

Activity Sheet #13

Department _____ Group Leader _____

Instructions

1. Write the names of all the students in your class in the appropriate column.
2. Refer to Activity Sheets #12a, 12b, and 12c. Place in the spaces at the top of the columns the correct numerals to correspond with the activities for which your department is responsible. (Note that you may have some blank spaces.)
3. Place a check (✓) by each student's name as he/she completes each activity.
4. Place a C (for completed) when he/she has completed all of the requirements for your department in the last column.
5. Check with your teacher to be certain you understand all of the directions before starting.
6. Give this Activity Sheet to your teacher at the completion of this unit.

| Activity Numbers<br>Students' Names | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| 16. | | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |
| 21. | | | | | | | |
| 22. | | | | | | | |
| 23. | | | | | | | |
| 24. | | | | | | | |
| 25. | | | | | | | |

194

Activity Sheet #14

APPOINTMENT BOOK

| NAME | DATE | AMOUNT OF BILL | DATE WHEN PAID |
|---|---|---|---|
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